# Effective Behavior Support (EBS) Team Implementation Checklists Version 2.2 (Quarterly)

# **Data Collection Protocol**

- ✓ Used by teams to guide activities.
- ✓ Updated quarterly during initial implementation process.

# Effective Behavior Support Team Implementation Checklists (Quarterly)

School		Date of Report
District	County	State
<b>INSTRUCTIONS:</b> The EBS team implementation of EBS in the sch	-	quarterly to monitor activities for
EBS Team Members		
Person(s) Completing Report _		
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Che-stased  Complete & submit Obstractiv	Serie	ALTUNY	coeved, to	Progress N	o Serter
	Date:	ÖĞ.	Dec	man.	Bay
(	MM/DD/YY)				
Establish Commitment  1. Administrator's support & active involvement.	Status:				
2. Faculty/Staff support (One of top 3 goals, 80% of faculty document support, 3 year timeline).	Status:				
Establish & Maintain Team  3. Team established (representative).	Status:				
4. Team has regular meeting schedule, effective operating procedures.	Status:				
5. Audit is completed for efficient integration of team with other teams/initiatives addressing behavior support.	Status:				
Self-Assessment  6. Team/faculty completes EBS self-assessment survey.	Status:				
7. Team summarizes existing school discipline data.	Status:				



8. Strengths, areas of immediate focus & action plan are identified.	Status:				
Establish School-wide Expectations  9. 3-5 school-wide behavior expectations are defined.	Status:				
10. School-wide teaching matrix developed.	Status:	100		. + y f 12 - 32	
11. Teaching plans for school-wide expectations are developed.	Status:				
12. School-wide behavioral expectations taught directly & formally.	Status:				
13. System in place to acknowledge/reward school-wide expectations.	Status:				
14. Clearly defined & consistent consequences and procedures for undesirable behaviors are developed.	Status:				
Establish Information System  15. Discipline data are gathered, summarized, & reported.	Status:		yt, a arraya		
Build Capacity for Function-based Support  16. Personnel with behavioral expertise are identified & involved.	Status:				
17. Plan developed to identify and establish systems for teacher support, functional assessment & support plan development & implementation.	Status:				



Complete & Submit Quarticity			raig smaasd.In	Progress, M	at Stanco
EBS team has met at least monthly.	Status:	2 x 12x			
2. EBS team has given status report to faculty at least monthly.	Status:	* , 103	**************************************		
3. Activities for EBS action plan implemented.	Status:				
Accuracy of implementation of EBS action plan assessed.	Status:			\$ 10 m	
5. Effectiveness of EBS action plan implementation assessed.	Status:	1.72			
6. EBS data analyzed.	Status:				

**Additional Observations/Comments/Questions:** 



## **Action Plan for Completion of Start-Up Activities**

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			2-12/1	9
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	Administrator		1 10	to experience of
•		C.		20 P T
•	Top 3 goal			
•	80% of faculty	d.	0 -	
•	Three year timeline			
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		a.		- Marie
		a.		
2.	Establish Team	b.		Well of the second
•	Representative	b.	- 1	
•	Administrator	C.		
•	Effective team	G.	á l	
	operating procedures	d.	33,23	
•	Audit of			- 5
	teams/initiatives	e.	303	
				21000010
		a.		
3.	Self-Assessment		, Dear Buy	18.4%
•	EBS survey	b.		
•	Discipline data			
•	Identification of strengths, focus	C.		190 <sub>2</sub> 2 , <sub>12</sub> , 2 10 <sub>2</sub> 2 , <sub>12</sub> , 2 10 <sub>2</sub> 2 , 12 , 12 , 13 , 14 , 15 , 15 , 15 , 15 , 15 , 15 , 15
•	Action Plan developed	d.		
•	Action Plan			
	presented to faculty	e.		



4. School- Expects		a.		
<ul> <li>Define 3 wide be expecta</li> </ul>		b.		
·	um matrix	C.		
Teaching	ng plans			
	expectations	d.		
	uences for n behavior	e.		
5. Establis	ation	a.		17 3 7
<ul><li>System</li><li>System gathering</li></ul>	for ng useful	b.		
<ul><li>Informa</li><li>Process summa</li></ul>	s for	C.	. 18	
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• Personi		D.	~	
	oral expertise	C.		
Time ar procedu				
identific	ation, ment, &	d.		
	entation	e.		



# **Behavior Matrix**

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Settings					
	Ø				
	Expectations				

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Tier 1/Universal Series Training Manual

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Matrix	Universal Expectations							

Created by Dr. Hank Bohanon, Research Director, Loyola University – ISTAC Evaluation Unit T = Target Behavior to Teach P = Problem Behavior

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# **Behavior Lesson Plan Template: COOL TOOL**

UNIVERSAL EXPECTATION:
NAME OF SKILL/SETTING:
SEL STANDARD:
PURPOSE OF THE LESSON/WHY IS IT IMPORTANT.  1.
2.
TEACHING EXAMPLES
<b>1.</b>
2.
3.
STUDENT ACTIVITES/ROLE PLAYS
1.
2.
3.
FOLLOW UP/ REINFORCEMENT ACTIVITES
1.
2.
3.

# **Behavioral Lesson Plan**

School-Wide Expectation(s): Expe	ctation(s) being addressed.
Setting/Routine:	SEL Standard:
Purpose of the lesson? Why it is in	mportant:
<b>Behaviora</b> Explain expectations & why need:	al Lesson Plan/Teaching Examples:
Check for student understanding/b	ouy-in:
Model teaching examples using th	e language in your school's matrix:
Check for student understanding/t	ouy-in:
Model non-examples:	
Check for student understanding/b	ouy-in:
Model teaching examples using the	ne language in your school's matrix:
Students practice:	
Follow-up/Reinforcement Activitie	s:
Acknowledgement Plans:	

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# Staff Kick-off example (cont.)

Staff,

The PBIS kick-off for the student body is on

# Thursday September 2!

The following schedule is your classroom's time for attending the three different stations. The stations will be divided into primary and intermediate sections. The sections will duplicate each other, just on opposite sides of the building.

# **PRIMARY**

Time	Art Room	Arrival/	<u>Hallway</u>
	<u>Bathroom</u>	<u>Dismissal</u>	
10:05-	Wright and	Martin and	Gonzales and
10:20	Davis	Vidlak	Castillo
10:23 –	Gonzales and	Wright and	Martin and
10:38	Castillo	Davis	Vidlak
10:45-	Martin and	Gonzales and	Wright and
11:00	Vidlak	Castillo	Davis



# **Documentation Project**

# **Referral Form Examples**

Version 4.0 June 1, 2006

Anne W. Todd & Rob H. Horner

### Intended Audience

Referral form examples are for School Administrators, school teams and SWIS Facilitators to use as a guide for developing an office discipline referral form.

# Description

The three available referral form examples are each compatible with SWIS. Each example is formatted differently, in size of paper, actual categories on the form, and the order of the information to be recorded.

# Tier 1/Universal Series Training Manual

#### Example B

#### Office Referral Form

Location:

Name: \_

Date:7 Teacher:7	Гіте:		Playground Library Cafeteria Bathroom			
Grade: K 1 2 3 4 5 6 Referring Staff:	 Hall		Arrival/Dismissal Other			
·						
Minor Problem Behavior	Major Problem	Behavior	Possible	Motivation		
Inappropriate language	Abusive lang	guage	Obtai	n peer attention		
Physical contact	Fighting/phy	sical aggression	Obtai	n adult attention		
Defiance	Overt defian	ce	Obtai	n items/activities		
Disruption	Harassment	/bullying	Avoid	peer(s)		
Dress Code	Dress Code		Avoid	adult		
Property misuse	Tardy		Avoid task or activity			
Tardy	Inappropriat	e display of	Don't know			
Electronic violation	affection		Other			
Other	Electronic vi	olation				
	Lying/cheati	ng				
	Skipping cla	SS				
	Other					
Administrative Decision	<del></del>	***************************************				
Loss of privilege		Individualized	d instruction	n		
Time in office		In-school sus	In-school suspension (hours/ days)			
Conference with student		Out of school suspension ( days)				
Parent Contact	29 (20 th, 16	Other				
Others involved in incident:	None	Peers	Staff	Teacher		
Other comments:	Substitute	Unknown	Other			
I need to talk to t	ne students' teach	er I need to talk	to the adm	ninistrator		

All minors are filed with classroom teacher. Three minors equal a major. All majors require administrator consequence, parent contact, and signature

Parent Signature:

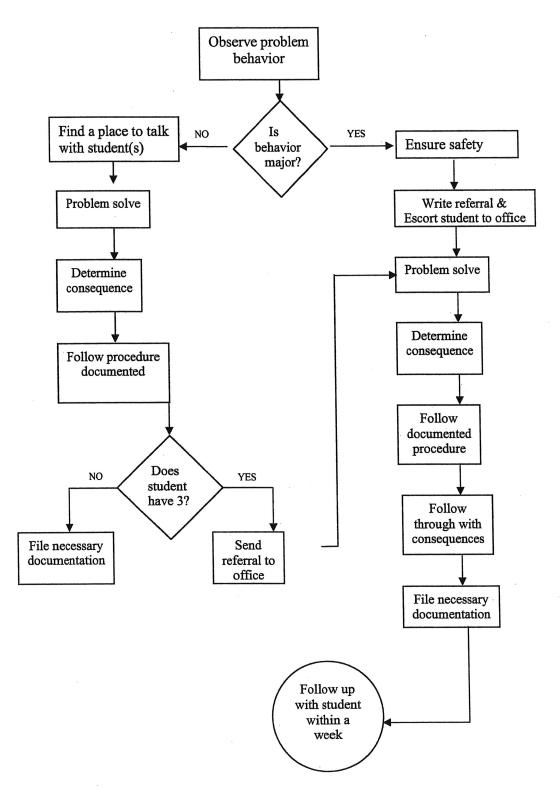
\_Date: \_\_\_\_\_

U200 Activity: T-Chart of Behavior

# **T-Chart of Behavior**

TEACHER MANAGED BEHAVIORS	OFFICE MANAGED BEHAVIORS
Minor	Major
	• .
•	

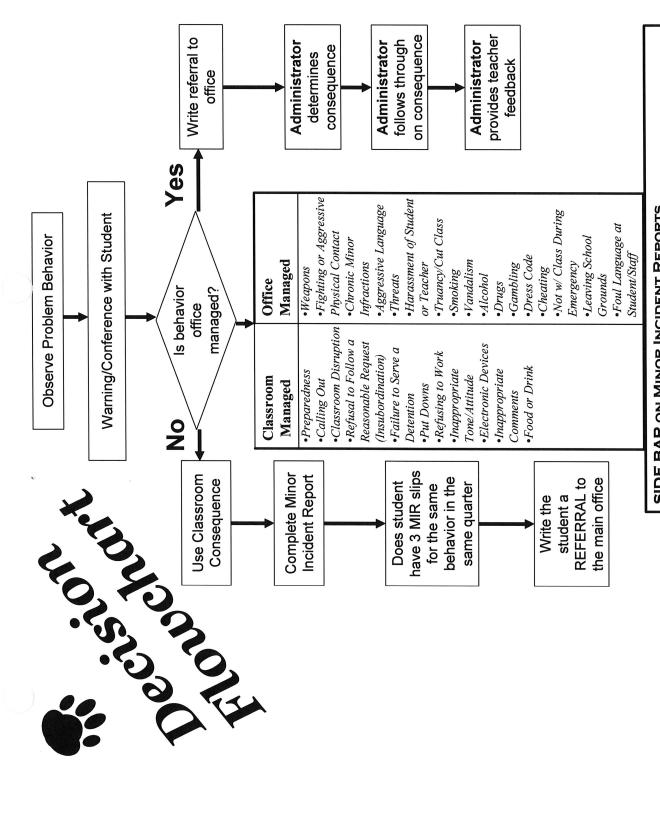
# U200 Activity: SWIS Flowchart (Example) General Procedure for Dealing with Problem Behaviors



Edge office in a comme

10 1





Facilitator Training Source: swis.org



# SIDE BAR ON MINOR INCIDENT REPORTS

- Issue slip when student does not respond to pre-correction, re-direction, or verbal warning
- •Once written, file a copy with administrator

Positive
Behavioral
Interventions
Supports

•Take concrete action to correct behavior (i.e. assign detention, complete behavior reflection writing, seat change)